



October 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. The combined tests form the Maine High School Assessment (MHSA).

Due to the inclusion of the additional items in mathematics, it was necessary to set new achievement level standards for that discipline this year. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards were not changed for the Critical Reading and Writing sections of the MHSA.

These 2006-2007 Maine High School Assessment Summary Reports contain the results of student performance on the SAT in critical reading, mathematics, and writing reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for many students may also be used for college admission, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT and Math-A test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The SAT Reasoning Test™ employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics questions, and select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron
Commissioner of Education



High School Report

Test Date: May 2007
ID: 10651253
District: Gorham School Department
School: Gorham High School

Contents of the Report

The report is divided into five main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
Critical Reading Results	4-5
Mathematics Results	6-7
Writing Results	8-9

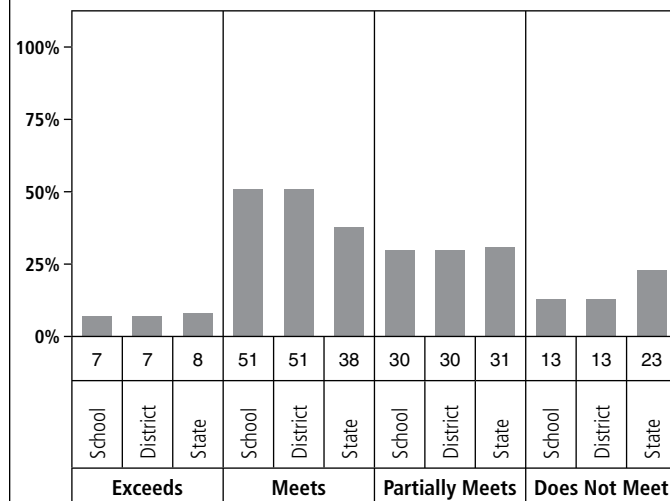
SUMMARY OF SCORES

Date: May 2007
District: Gorham School Department
School: Gorham High School

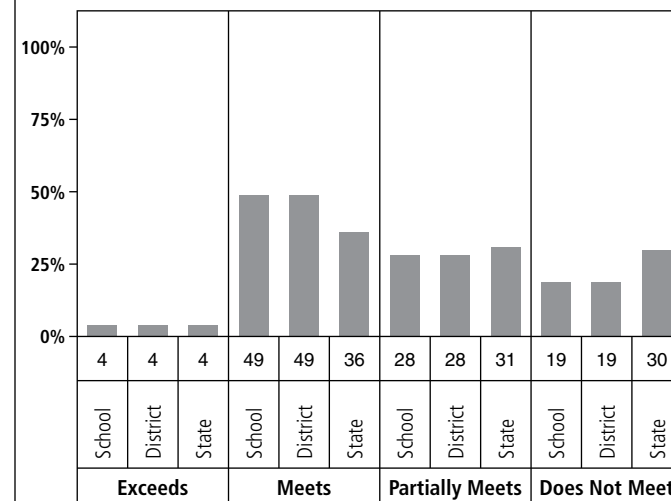
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
Critical Reading 2006–2007	1144	1144	1141
Mathematics 2006–2007	1143	1143	1140
Writing 2006–2007	1144	1144	1141

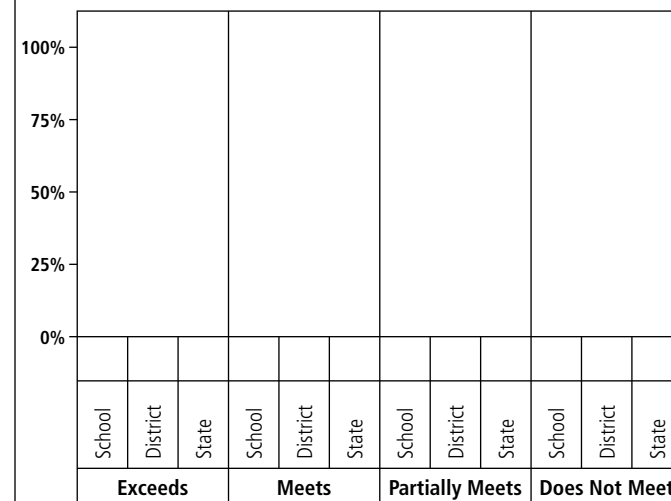
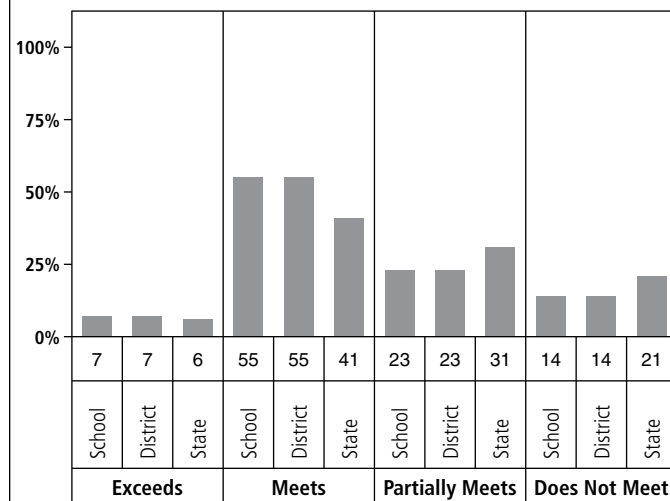
CRITICAL READING



MATHEMATICS



WRITING



SUMMARY OF STUDENT PARTICIPATION

Date: May 2007
 District: Gorham School Department
 School: Gorham High School

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																											
								Critical Reading						Mathematics						Writing															
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State					
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Total number of students		221	100	222	100	16094	100	214	97	215	97	15236	95	216	98	217	98	15599	97	214	97	215	97	15229	95										
Ethnicity African American		3	1	3	1	333	2	3	100	3	100	295	89	3	100	3	100	308	92	3	100	3	100	294	88										
American Indian/Native Alaskan		0	0	0	0	91	1	0	0	0	0	81	89	0	0	0	0	84	92	0	0	0	0	81	89										
Asian/Pacific Islander		2	1	2	1	226	1	2	100	2	100	196	87	2	100	2	100	204	90	2	100	2	100	193	85										
Hispanic		2	1	2	1	140	1	2	100	2	100	124	89	2	100	2	100	130	93	2	100	2	100	124	89										
White		214	97	215	97	15304	95	207	97	208	97	14540	95	209	98	210	98	14873	97	207	97	208	97	14537	95										
Not Reported		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0										
Identified disability		40	18	41	18	2351	15	36	90	37	90	2047	87	37	93	38	93	2169	93	36	90	37	90	2044	87										
Current LEP		1	0	1	0	285	2	1	100	1	100	237	83	1	100	1	100	250	88	1	100	1	100	233	82										
Economically disadvantaged		21	10	22	10	3924	24	17	81	18	82	3561	91	19	90	20	91	3702	94	17	81	18	82	3558	91										
Migrant		0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100										

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing											
	School		District		State		School		District		State		School		District		State		School		District		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	194	88	194	87	13484	84	196	89	196	88	13851	86	194	88	194	87	13484	84						
Identified disability (PET/IEP)	16	8	16	8	743	6	17	9	17	9	865	6	16	8	16	8	743	6						
LEP	1	1	1	1	187	1	1	1	1	1	204	1	1	1	1	1	187	1						
504 plan	0	0	0	0	2	0	0	0	0	0	3	0	0	0	0	0	2	0						
Participation with accommodations	19	9	19	9	1570	10	19	9	19	9	1569	10	19	9	19	9	1570	10						
Identified disability (PET/IEP)	19	100	19	100	1127	72	19	100	19	100	1126	72	19	100	19	100	1127	72						
LEP	0	0	0	0	46	3	0	0	0	0	46	3	0	0	0	0	46	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Other	0	0	0	0	407	26	0	0	0	0	407	26	0	0	0	0	407	26						
Participation through alternate assessment (PAAP)	1	0	2	1	178	1	1	0	2	1	179	1	1	0	2	1	175	1						
Identified disability (PET/IEP)	1	100	2	100	177	99	1	100	2	100	178	99	1	100	2	100	174	99						
LEP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	4	0																		
Approved non-participation – special consideration	0	0	0	0	14	0	0	0	0	0	14	0	0	0	0	0	14	0						
Non-participation – other	7	3	7	3	844	5	5	2	5	2	481	3	7	3	7	3	851	5						

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Date: May 2007
District: Gorham School Department
School: Gorham High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006	17	9	17	9	1079	7
	2006-2007	14	7	14	7	1168	8
	Cum. Avg.	16	8	16	8	1124	7
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006	84	44	84	43	5697	38
	2006-2007	109	51	109	51	5714	38
	Cum. Avg.	97	47	97	47	5706	38
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006	50	26	53	27	4772	32
	2006-2007	63	30	63	30	4728	31
	Cum. Avg.	57	28	58	28	4750	31
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006	42	22	42	21	3595	24
	2006-2007	27	13	27	13	3444	23
	Cum. Avg.	35	17	35	17	3520	23

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Date: May 2007
District: Gorham School Department
School: Gorham High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	213	14	7	109	51	63	30	27	13	1144	213	7	51	30	13	1144	15054	8	38	31	23	1141
Ethnicity																						
African American	3										3						290	2	21	26	52	1131
American Indian/Native Alaskan	0										0						78	4	28	33	35	1135
Asian/Pacific Islander	2										2						193	7	33	34	26	1139
Hispanic	2										2						123	6	28	34	33	1137
White	206	13	6	108	52	60	29	25	12	1144	206	6	52	29	12	1144	14370	8	39	31	22	1141
Not Reported	0										0						0					
Identified disability																						
Yes	35	0	0	5	14	14	40	16	46	1132	35	0	14	40	46	1132	1870	1	10	26	63	1127
No	178	14	8	104	58	49	28	11	6	1147	178	8	58	28	6	1147	13184	9	42	32	17	1142
Limited English proficient students																						
Current LEP in first year	0										0						7	0	0	0	100	1122
Current LEP beyond first year	1										1						226	1	10	25	64	1127
Economically disadvantaged																						
Yes	17	1	6	5	29	7	41	4	24	1137	17	6	29	41	24	1137	3464	3	25	34	37	1134
No	196	13	7	104	53	56	29	23	12	1145	196	7	53	29	12	1145	11590	9	42	31	19	1142
Migrant																						
Yes	0										0						1					
No	213	14	7	109	51	63	30	27	13	1144	213	7	51	30	13	1144	15053	8	38	31	23	1141
Gender																						
Female	99	6	6	51	52	33	33	9	9	1145	99	6	52	33	9	1145	7401	8	40	33	19	1142
Male	114	8	7	58	51	30	26	18	16	1144	114	7	51	26	16	1144	7653	8	36	29	27	1140
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										1						68	1	21	32	46	1131
No	212	14	7	109	51	63	30	26	12	1144	212	7	51	30	12	1144	14986	8	38	31	23	1141
Gifted/talented program																						
Yes	0										0						1					
No	213	14	7	109	51	63	30	27	13	1144	213	7	51	30	13	1144	15053	8	38	31	23	1141

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

Date: May 2007
District: Gorham School Department
School: Gorham High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL *					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007	8	4	8	4	578	4
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007	106	49	106	49	5481	36
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007	60	28	60	28	4754	31
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007	41	19	41	19	4607	30

*Standards were reset for mathematics in 2007 so historical data are not available.

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Date: May 2007
District: Gorham School Department
School: Gorham High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	215	8	4	106	49	60	28	41	19	1143	215	4	49	28	19	1143	15420	4	36	31	30	1140
Ethnicity																						
African American	3										3						304	1	13	27	59	1133
American Indian/Native Alaskan	0										0						81	2	16	42	40	1137
Asian/Pacific Islander	2										2						204	6	40	25	29	1142
Hispanic	2										2						129	3	29	25	43	1138
White	208	8	4	102	49	58	28	40	19	1143	208	4	49	28	19	1143	14702	4	36	31	29	1141
Not Reported	0										0						0					
Identified disability																						
Yes	36	0	0	2	6	9	25	25	69	1132	36	0	6	25	69	1132	1991	0	6	18	75	1131
No	179	8	4	104	58	51	28	16	9	1145	179	4	58	28	9	1145	13429	4	40	33	23	1142
Limited English proficient students																						
Current LEP in first year	0										0						7	0	0	0	100	1125
Current LEP beyond first year	1										1						243	2	14	19	65	1133
Economically disadvantaged																						
Yes	19	0	0	3	16	8	42	8	42	1135	19	0	16	42	42	1135	3606	1	20	31	48	1136
No	196	8	4	103	53	52	27	33	17	1144	196	4	53	27	17	1144	11814	5	40	31	24	1142
Migrant																						
Yes	0										0						1					
No	215	8	4	106	49	60	28	41	19	1143	215	4	49	28	19	1143	15419	4	36	31	30	1140
Gender																						
Female	101	2	2	47	47	33	33	19	19	1142	101	2	47	33	19	1142	7566	3	35	33	29	1140
Male	114	6	5	59	52	27	24	22	19	1144	114	5	52	24	19	1144	7854	5	36	29	31	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										1						73	0	14	26	60	1134
No	214	8	4	106	50	59	28	41	19	1143	214	4	50	28	19	1143	15347	4	36	31	30	1140
Gifted/talented program																						
Yes	0										0						1					
No	215	8	4	106	49	60	28	41	19	1143	215	4	49	28	19	1143	15419	4	36	31	30	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

WRITING RESULTS

Date: May 2007
District: Gorham School Department
School: Gorham High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)	2005-2006	17	9	17	9	952	6
	2006-2007	15	7	15	7	937	6
	Cum. Avg.	16	8	16	8	945	6
Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)	2005-2006	81	42	81	41	6055	40
	2006-2007	118	55	118	55	6167	41
	Cum. Avg.	100	49	100	49	6111	40
Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)	2005-2006	62	32	65	33	4916	32
	2006-2007	50	23	50	23	4723	31
	Cum. Avg.	56	27	58	28	4820	32
Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2005-2006	34	18	34	17	3221	21
	2006-2007	30	14	30	14	3227	21
	Cum. Avg.	32	16	32	16	3224	21

WRITING RESULTS BY REPORTING SUBGROUPS

Date: May 2007
District: Gorham School Department
School: Gorham High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	213	15	7	118	55	50	23	30	14	1144	213	7	55	23	14	1144	15054	6	41	31	21	1141
Ethnicity																						
African American	3										3						290	1	21	31	47	1132
American Indian/Native Alaskan	0										0						78	4	29	37	29	1136
Asian/Pacific Islander	2										2						193	6	31	35	28	1138
Hispanic	2										2						123	4	30	33	33	1137
White	206	15	7	116	56	48	23	27	13	1145	206	7	56	23	13	1145	14370	6	42	31	21	1141
Not Reported	0										0						0					
Identified disability																						
Yes	35	0	0	2	6	15	43	18	51	1129	35	0	6	43	51	1129	1870	0	8	27	65	1127
No	178	15	8	116	65	35	20	12	7	1147	178	8	65	20	7	1147	13184	7	46	32	15	1143
Limited English proficient students																						
Current LEP in first year	0										0						7	0	0	0	100	1117
Current LEP beyond first year	1										1						226	1	10	25	63	1128
Economically disadvantaged																						
Yes	17	0	0	6	35	5	29	6	35	1135	17	0	35	29	35	1135	3464	2	26	36	37	1134
No	196	15	8	112	57	45	23	24	12	1145	196	8	57	23	12	1145	11590	8	45	30	17	1143
Migrant																						
Yes	0										0						1					
No	213	15	7	118	55	50	23	30	14	1144	213	7	55	23	14	1144	15053	6	41	31	21	1141
Gender																						
Female	99	9	9	64	65	16	16	10	10	1147	99	9	65	16	10	1147	7401	7	46	31	15	1143
Male	114	6	5	54	47	34	30	20	18	1142	114	5	47	30	18	1142	7653	5	36	32	28	1138
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										1						68	0	15	43	43	1131
No	212	15	7	117	55	50	24	30	14	1144	212	7	55	24	14	1144	14986	6	41	31	21	1141
Gifted/talented program																						
Yes	0										0						1					
No	213	15	7	118	55	50	23	30	14	1144	213	7	55	23	14	1144	15053	6	41	31	21	1141

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number